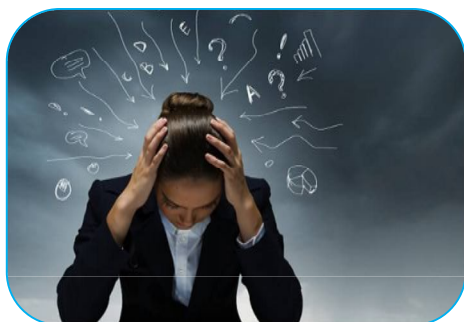




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ADOPTING RESILIENCE - TRANSFORMATION OF NEGATIVE STRESS INTO A POSITIVE ONE

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ABSTRACT:

Resilience has defined as positive adaptation in the face of adversity. More than 40 years, resilience research has gone through several stages. A number of studies over the years have identified individual and environmental factors correlated with resilience. In the present study, an attempt has been made to outline the importance of the resilience for adolescent well-being and obtain a set of reliable psychological predictors of

resilience among Indian adolescents. The population of the study comprises of adolescents and the sample consisted of 1200 11th standard from Tirunelveli district. Self-constructed resilience scale was used to collect relevant data from the selected sample. The collected data was subjected to statistical analysis to form meaningful conclusion. Result found that majority of the adolescents has moderate level of resilience (69%) and significant difference was found in their resilience with respect to gender and type of management.

KEYWORDS: Resilience, Goal Orientation, Social Competence, Self-awareness, Acceptance, Positive Mental Attitude, Emotional Control.

INTRODUCTION:

Dynamically enlightening positive emotions and capacity to experience assenting emotions is the basis of health and happiness. Resilience is examined as a further base of human well-being. Resilience refers to humans' incredible ability to bounce back and even thrive in the face of solemn life challenges. Resilience is defined as the ability to maintain a relatively stable; healthy level of psychological and physical

functioning in the face of highly disruptive events and the capability to recuperate from such challenges (Dahan, Elias & Kaslera, 2008).

Research recommended that resilience is a broadly shared human capacity that many people may not know they have until confronted with strain or crisis or stress. Resilience refers to the process of overcoming the negative effects of risk exposure, coping effectively with traumatic experiences, and avoiding the negative trajectories associated with risks. The basic element for resilience is that there should be risk and protective factors available which can get a positive result or can decrease

negative result. The theory of resilience basically focuses on youth's exposure to risk on the strength instead of weakness and also on understanding healthy growth even with the presence of risk.

NEED AND SIGNIFICANCE OF THE STUDY

Today's world is a competitive world. In this competitive world, students have to face lots of difficulties in getting intellectual success like challenging discipline, peer pressure, difficulty in learning and so forth. These situations make obstacles in the way of their academic success. Students should search for to build their resilience.

Resilience is a life skill that all parents and teachers should focus in any education careers. When students have resilience, they are open to learning because they believe that they can learn, develop their skill and acquire the desired knowledge; they are receptive to assistance because it is not a criticism of their abilities; and they are relaxed and not understanding concepts immediately because they see learning as a search of knowledge and know that motivation and effort are just as important as knowing how to do something. The present study will be important to bring into light on the strategies followed by schools to build resilience among students. This study will be very much useful to the administrators, teachers and parents for understanding the psychological needs of the students and make efforts to adjust them properly at school.

OBJECTIVES OF THE STUDY

- To find out the level of resilience among adolescents.
- To study whether there is any significance difference in resilience among adolescents in terms of gender and types of management.

HYPOTHESES

1. There is no significant difference in resilience among adolescents with respect to gender.
2. There is no significant difference in resilience among adolescents with respect to types of management.

METHOD & SAMPLE

Normative survey method was adopted for this study. The population of the present investigation comprises of 1200 adolescent students (645 boys and 555 girls) of 11th standard in and around Tirunelveli district of Tamil Nadu. The sample includes 301 government school students, 299 govt. aided school students, 300 matriculation students and 300 students from CBSE schools.

Table 1: Sample Distribution

S.No	Sub Sample	Category	N
1	Gender	Boys	645
		Girls	555
2	Types of Management	Government	301
		Govt. Aided	299
		Matriculation	300
		CBSE	300

DESCRIPTION OF THE TOOL

Resilience Scale is a five-point scale with 25 items was developed by the investigator was used to collect data. This scale has been scored by giving weights 5, 4, 3, 2 and 1 for the statements in the questionnaire. The grand total to each individual on the entire scale was obtained by adding the weights on all the statements. The information provided by the respondents in the personal data sheet was numerically coded to suit the data analysis.

STATISTICAL TECHNIQUES USED

- Descriptive Analysis (Mean & Standard Deviation)
- Inferential Analysis (t-value & F-ratio)

DATA ANALYSIS AND INTERPRETATION

Table 2: Level of Resilience among Adolescents

Variable	Level	N	%
Resilience	Low	210	18
	Moderate	831	69
	High	159	13

Table-2 depicts that the 18%, 69% and 13% of the sample have low, moderate and high level of resilience among adolescents. It indicates that that majority of the adolescents have moderate level of resilience.

Table 3: Resilience of Adolescents based on Gender

Dimension	Gender	N	Mean	SD	t-value	p-value
Goal Orientation	Boys	645	20.54	3.82	6.389	.000**
	Girls	555	21.90	3.51		
Social Competence	Boys	645	16.82	3.16	4.794	.000**
	Girls	555	17.66	2.91		
Self-awareness	Boys	645	13.73	3.15	4.753	.000**
	Girls	555	14.55	2.79		
Acceptance	Boys	645	13.58	2.67	5.330	.000**
	Girls	555	14.42	2.77		
Positive Mental Attitude	Boys	645	9.93	2.14	6.456	.000**
	Girls	555	10.71	2.02		
Emotional Control	Boys	645	09.84	2.11	4.886	.000**
	Girls	555	10.44	2.15		
RESILIENCE	Boys	645	84.44	12.12	7.963	.000**
	Girls	555	89.69	10.46		

*Significant at 0.01 level.

Table-3 shows that the calculated mean score of boys students in their overall resilience is 84.44 and girls students is 89.69 and the calculated t-value is 7.963 which is greater than the table value and it is statistically significant at 0.01 level. Hence, the hypothesis-1 is rejected.

Table 4: Resilience of Adolescents based on Types of Management

Resilience	Group	Sum of Squares	df	Mean Square	F	p-value
Goal Orientation	Between Groups	04239.67	3	1413.22	134.912	.000**
	Within Groups	12528.33	1196	10.48		
Social Competence	Between Groups	01240.59	3	413.53	49.119	.000**
	Within Groups	10069.06	1196	8.429		
Self-awareness	Between Groups	01890.86	3	630.29	83.471	.000**
	Within Groups	09030.96	1196	7.55		
Acceptance	Between Groups	00872.17	3	290.72	42.540	.000**
	Within Groups	08173.56	1196	6.83		
Positive Mental Attitude	Between Groups	00283.47	3	94.49	22.176	.000**
	Within Groups	05096.10	1196	4.26		
Emotional Control	Between Groups	00419.69	3	139.90	32.671	.000**
	Within Groups	5121.208	1196	4.282		
RESILIENCE	Between Groups	43304.752	3	14434.917	143.709	.000**
	Within Groups	120133.181	1196	100.446		

*Significant at 0.01 level.

From Table-4, the calculated F-value for the six dimensions of resilience of adolescents with regard to types of management revealed that the government, govt. aided, matriculation and CBSE school students differ significantly. Table-4 also indicates that there is significant difference in resilience among adolescents with regard to types of management. Result found that there is a group difference among government, govt. aided, matriculation and CBSE school students in their resilience. CBSE school students have more resilience than the other counter parts.

MAJOR FINDINGS

- There is significant difference between boys and girls students in their goal orientation. Girls students have more Goal orientation than the Boys students.
- There is significant difference between boys and girls students in their social competence. Girls students have more Social Competence than the Boys students.
- There is significant difference between boys and girls students in their self-awareness. Girls students have more self-awareness than the boys students.
- There is significant difference between boys and girls students in their acceptance. Girls students have more acceptance than the boys students.
- There is significant difference between boys and girls students in their positive mental attitude. Girls students have more positive mental attitude than the boys students.
- There is significant difference between boys and girls students in their emotional control. Girls students have more emotional control than the boys students.
- There is significant difference between boys and girls students in their overall resilience. Girls students have more resilience than the boys students.
- There is significant difference among the types of management in their goal orientation. CBSE school students have more goal orientation than the other counter parts.
- There is significant difference among the types of management in their social competence. CBSE school students have more social competence than the other counter parts.
- There is significant difference among the types of management in their self-awareness. CBSE school students have more self-awareness than the other counter parts.
- There is significant difference among the types of management in their acceptance. CBSE school students have more acceptance than the other counter parts.
- There is significant difference among the types of management in their positive mental attitude. CBSE school students have more positive mental attitude than the other counter parts.
- There is significant difference among the types of management in their emotional control. CBSE school students have more emotional control than the other counter parts.
- There is significant difference among the types of management in their resilience. CBSE school students have more resilience than the other counter parts.

EDUCATIONAL IMPLICATIONS

Resilience refers to that class of phenomena which is characterized by good outcomes in spite of serious threats to adaptation or development (Masten, 2001). It has been executed as a dynamic process involving an interaction between both risk and defensive processes, internal and external to the individual, that act to alter the effects of an adverse life event (Rutter, 1985 & 1999). The ability to recover from difficulty has often been framed in the context of risk factors and vulnerabilities that impede resilient outcomes; and protective factors and assets that expand resilience of an individual. The implications of the present study are actually vast and varied. The results of this study will be useful to psychologists engaged with adolescents, school counselors, educationists and definitely the mental health policy makers of India. School counselors can examine the ways and means of implementing school- based intervention programs to bring resilience for their students.

CONCLUSION

The present research has outlined certain correlates and predictors of resilience that play a vital role in determining how an adolescent react to stressors in life. The need to foster the quality of resilience in Indian adolescents must be addressed now and the present study was a small step in that direction. Our adolescents would become better-off and more resilient with each step of ours.

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